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The San Diego Area Instructional Television Authority (SDA-ITVA) produces educational television programs that are related to the local instructional needs of 24 school districts and 10 private schools in San Diego County. The Farr-Quimby Act and assessments on the schools pay the costs of the television programs. A number of programs (28) produced outside the region have been found to be appropriate for local use. Various programs have been developed to integrate television into the general educational demands of the area, including the utilization of teachers on selection committees and adaptation of television to high school scheduling demands. Implementation of State-mandated educational programs, efforts to encourage creativity and use of local resources in ETV, programs for preschool (particularly, preschool disadvantaged), and programs aimed at instructional staff are all areas in which SDA ITVA has initiated action. The use of television in other areas relevant to education is being experimented with. Various graphs of the actual and projected use of television in San Diego County are included. A list of the general types of expenses experienced by SDA ITVA is appended. (RP)

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On

Authority

San Diego Area Instructional Television Authority Executive Committee

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OE-ESE Title III

A Preliminary Report San Diego Area Instructional Television Development

In response to evaluaton requirement, ESEA Title III operational grant to establish, operate and maintain supplementary educational services—instructional television experience development and distribution.

Project No. 1249
Grant #OEG-4-6-001249-0924 California

Project manager, Stephen A. All; project director, Dr. William H. Stegeman, San Diego Unified School District assistant superintendent, curriculum services division; Dr. Ralph Dailard, San Diego Unified School District superintendent and chairman of the San Diego Area Instructional Television Authority Executive Committee.

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EM 007189

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Reports on instructional television in California show use of the medium is growing tremendously. In providing reimbursement for school districts using ITV, the Farr-Quimby Act has so encouraged its use that teachers and curriculum directors are requesting local curriculum-related program production far in excess of original estimates.

The demand is such, in many cases, that present production centers in the State would require three to five years to meet current needs.

The Authority's Joint Curriculum Coordinating Committee has listed in priority programs to be produced within the next two school years. However, with equipment, personnel and budget as they now stand, what are pressing needs in 1969 will not be met until 1972.

What has been found to be true in San Diego and elsewhere—*that programs produced must be related to local instructional needs to do the job intended*—explains, at least in part, the demand for local production, and the inability of national and other distributors to meet all needs now apparent. While there are programs that can be and should be used cooperatively, no single program is usable in all school districts.

As an example, in the San Diego area 13 study committees have screened and reviewed over 300 series available regionally, nationally or from State sources. Of these, 28 have been selected for use.

The need, in light of all this, for strong locally-autonomous production centers throughout California is unquestionable. So is the need to avoid, by maintaining current direction and coordination, duplication of instructional materals and related expenses. Funds are too greatly needed for *professionally-produced curriculum-related programs.*

It is apparent that coordinated dissemination and use of materials would cut expenses and help upgrade all instructional television programs. It is equally apparent that an improved product at decreased total expense will become increasingly critical as use of instructional television grows.

That use will grow is the view of the San Diego Area Instructional Television Authority, and it is not an unsupported view.

Paul Schupbach, director of the Great Plains National Instructional Television Library, has stated: "This school year, the need for programs has jumped 35 per cent. Preview of lessons for the coming year is up some 75 per cent, giving evidence that the coming years will be big years for instructional television."

Therefore, the following actions are suggested:

(1) that through the Farr-Quimby Act schools subscribing to ITV services be allowed greater reimbursement for fees paid per average daily attendance than the present $.50-on-the-dollar maximum; the increase to provide on fees up to $2.50 50 per cent reimbursement, thereby returning to school funds necessary to encourage more production.

(2) State coordination of production with the appointment of:
   (a) a council of representatives from all production centers who would coordinate and judge the value of all productions for State-wide use,
   (b) and establishment of a communications link between the council and open and closed circuit broadcasters, with the latter joining the council in an attempt to eliminate duplication of effort, and keep all parties apprised of all production in progress.

(3) Provision of funds for increasing air time commitments, encouraging more stations to broadcast programs needed by school districts.

(4) Work with cable and ITFS (Instructional Television Fixed Service, 2500 MH_z) agencies to extend ITV services to areas of the State where presently there is no service.

(5) Allocation of funds for production of teacher in-service education series to accompany State textbook adoptions, thus providing a necessary service and a savings to all school districts.

The San Diego Area Instructional Television Authority serves nearly a quarter of a million students and teachers in 24 San Diego County school districts and 10 non-profit private schools.

It has attempted to provide these students and teachers with information, material and resources—human and otherwise—that are neither commonly nor broadly available and that support specified local curriculum needs.

To do so, the Authority has been involved in both local program production and acquisition of already-produced materials from various national depositories and other instructional television operations.

This study examines some of the means and products used to meet a number of stated objectives, and reflects the extent to which efforts have been successful.

The Authority's service has been implemented through broadcast of programs related to social studies, language arts, music, foreign language, current events, art, driver education, California history, physical education, science, health, civics and a variety of other curriculum areas.

Broadcast of these, including teacher in-service education programs, occupies about 25 hours weekly during the school year, or about the same number of hours schools are in session.

By June 1969, some 978 Authority programs will have been broadcast through contractual arrangement with KEBS, Channel 15, a one-million-watt educational television station owned and operated by the San Diego State College Foundation. Of these, approximately 369 programs will have been locally produced to meet specific local needs.

Funds for operation of the Authority have come in about equal amounts from districts and schools subscribing to the ITV service and from a Title III ESEA grant that expires June 30, 1969.

School support has been based upon payment of fees per unit of average daily attendance. In 1966-67 subscribing schools paid the Authority $.50 per student for the average number of students attending classes daily. The fee was raised to $.75 in 1967-68 and $1.00 in 1968-69.

Following grant expiration, however, the Authority's dependence for financial support upon schools and school districts subscribing to its service will necessarily increase sharply. To provide the Authority with sufficient funds to maintain a minimum adequate instructional television program under those circumstances, the fee for 1969-70 has been increased to $1.70.

Of this amount, schools will receive from funds made available under California's Farr-Quimby Act a $.50-on-the-dollar reimbursement for expenses related to instructional television use.

This, generally, is the financial context within which the Authority operates. Its organizational structure is described in the following pages. The two of these, the financial base and organizational framework, have been largely responsible for development of an instructional television operation that in school year 1968-69 is one of the largest in the country in terms of numbers served and programs offered.

In school year 1965-66, the year before the Authority began operation, the San Diego area had the largest student population in the nation still lacking access to instructional television. This year students in the San Diego area will have access, through Authority broadcasts, to more instructional television material than is being offered by any other instructional television operation in California.

OBJECTIVE ONE

To provide, through development of an instructional television organization, programs directly related to local instructional needs.

METHOD

Through joint powers agreement, 24 interested school districts and 10 private schools in San Diego County joined to establish the San Diego Area Instructional Television Authority (SDA/ITVA). A Joint Curriculum Coordinating Committee (JCCC), composed of curriculum representatives from each participating district, was established and has appointed 13 study committees to indicate in detail the television programs needed in the instructional program.

RESULTS

To date, 134 available television series have been previewed by study committees and 28 approved for broadcast. Thirty-nine series needed for instruction but unavailable from usual sources have been given high priority for local production, and 12 have been produced. Instructional television utilization and evaluation data reveal already high and rapidly increasing teacher acceptance of television as an integral part of the instructional program.

CONCLUSION

Instructional television can be an effective, accepted instructional tool if broadcast programs, either locally produced or acquired, meet specific curriculum needs as defined by curriculum experts working in concert with instructional television personnel.

The intent of Authority efforts has been to provide teachers and students at all grade levels with a curriculum-related instructional service contributing to a better total educational program. Because this is the primary objective of all Authority-produced program series—and because not all series are discussed in the body of this study—a comprehensive list of locally-produced material follows, together with brief information about each series.

In addition to series listed, five others are in various stages of production. These, when production is completed at the end of the 1968-69 school year, will contain 90 to 100 programs. Subject matter for the five includes health, language arts, *English as a Second Language*, vocational education, and student use of narcotics, alcohol and tobacco.

Art Around Us: 15, 15-minute art appreciation programs for upper-elementary and secondary school students

Canfield Speaks: 16, 15-minute teacher in-service education Spanish programs

Community: 15, 15-minute civics programs for secondary school students

Crossroads: 15, 20-minute programs in creativity for upper-elementary and junior high school students

Exploring Sentences: 12, 20-minute programs dealing with newly-adopted language arts texts for students in grades three through six

First Aid: two 30-minute teacher in-service education programs

General Geology: 32, 60-minute programs for junior college students

Getting into Shapes: seven 15-minute mathematics programs for students in the primary grades

Heritage: 15, 15-minute California history programs for students in upper-elementary grades

Human Relations: five 30-minute teacher in-service education programs

Introducing New Language Arts Texts: six 20-minute teacher in-service education programs dealing with newly-adopted language arts texts

LSD Today: one 30-minute program for secondary school students

Music Text: three 15-minute teacher in-service education programs dealing with newly-adopted elementary-level textbooks

News of the Week: 55, 15-minute current events programs for students in upper-elementary grades

News Report: 15, 15-minute current events programs for secondary school students

Peaceful Uses of Nuclear Energy: 14, 30-minute programs for secondary school students

Physical Education and Testing: eight (including two teacher in-service education) 15-minute programs dealing with a State-mandated elementary-level physical education testing program

Process to Product: eight 20-minute programs in creativity for upper-elementary and junior high school students

Science Text: two 30-minute teacher in-service education programs dealing with newly-adopted elementary-level textbooks

Television Techniques for Teachers: one 24-minute teacher in-service education program dealing with instructional television utilization

Miscellaneous: 23 programs, both teacher in-service education and student oriented, dealing at various lengths with a variety of subjects. Among these are five *Exemplary Lessons in Foreign Language,* several special productions, including the award-winning *Girl From Smile,* a number of teacher in-service education programs, including several dealing with instructional television utilization, and several pilot programs.

OBJECTIVE TWO

To determine how rapidly teachers will accept instructional television as a teaching tool if programming is adapted to local needs.

METHOD

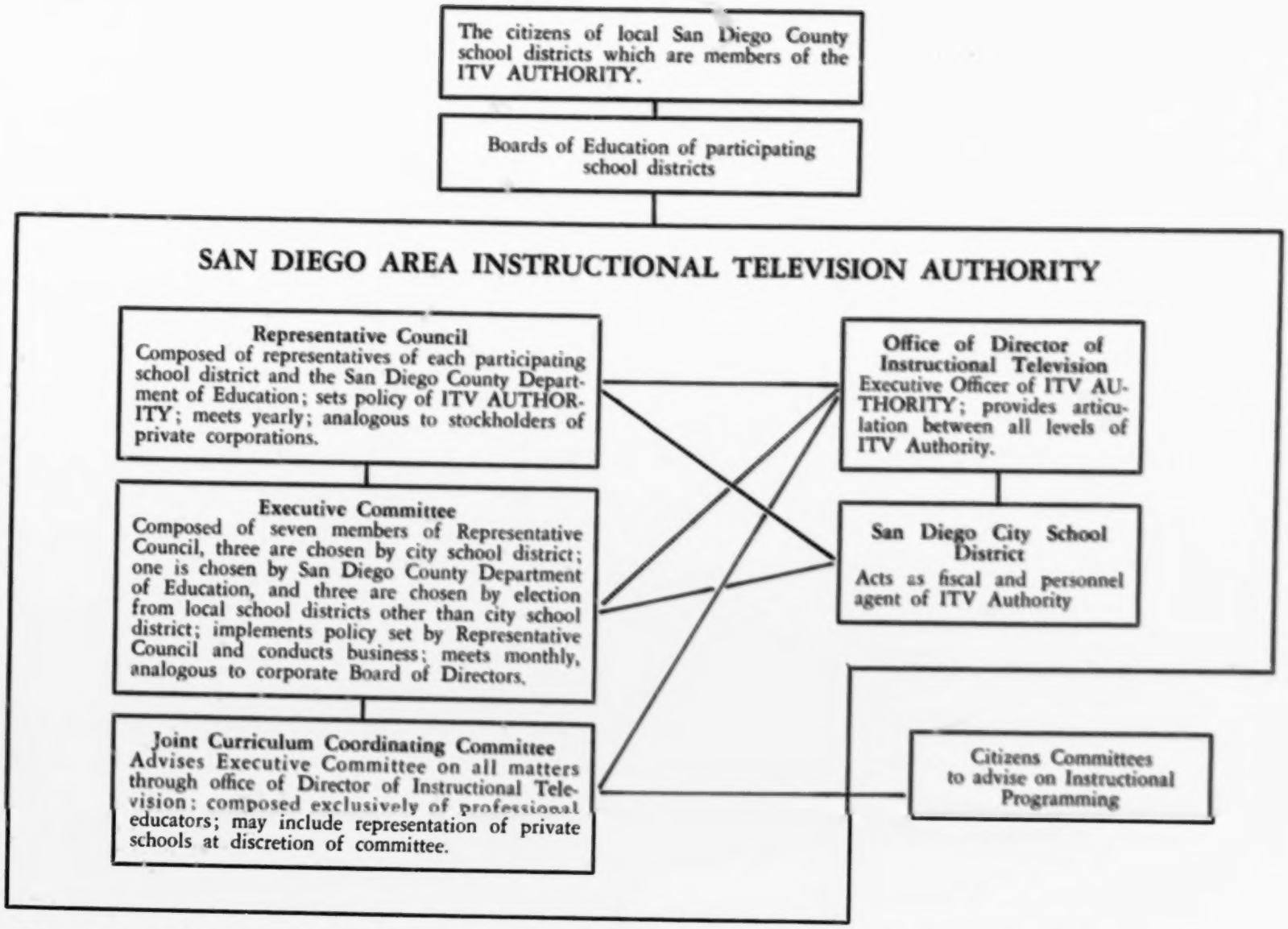
Local curriculum needs were identified with the assistance of study committees having 141 participants in 1966-67, 243 in 1967-68 and 197 in 1968-69. Teachers, curriculum specialists and administrators who were members of each committee worked with local and State curriculum guides and other materials to develop proposals for acquisition or local program production. Survey materials requesting information on total program use at each grade level were sent by the Authority to all schools to determine the effectiveness of both the procedure and the programming.

RESULTS

In 1967-68, the Authority received formal requests, many outlined in detail, for production of 21 series having a total of 402 programs. To date, 12 series have been locally produced, and it is expected that three to five more will be in various stages of production by the end of the 1968-69 school year. The part of Authority broadcast schedules not devoted to locally-produced material has been occupied by acquired materials selected because of their applicability to local needs. Of the Authority's 350 member schools, teachers in 54 per cent responded to a 1967-68 program utilization survey, and extrapolated figures showed programs from 29 series being viewed 4,842 times weekly over a full-school-year period. Figures taken from a similar 1968-69 survey covering only fall semester broadcast use showed programs from 28 series being viewed 8,751 times weekly in 83 per cent of the member schools. The rapidity of teacher acceptance can, perhaps, best be measured in terms of an approximate 80 per cent increase in utilization over a period from October 1967 through November 1968.

CONCLUSION

All indications point toward sound, growing use of instructional television programming whether locally produced or acquired, if programming meets specific identified local curriculum needs.

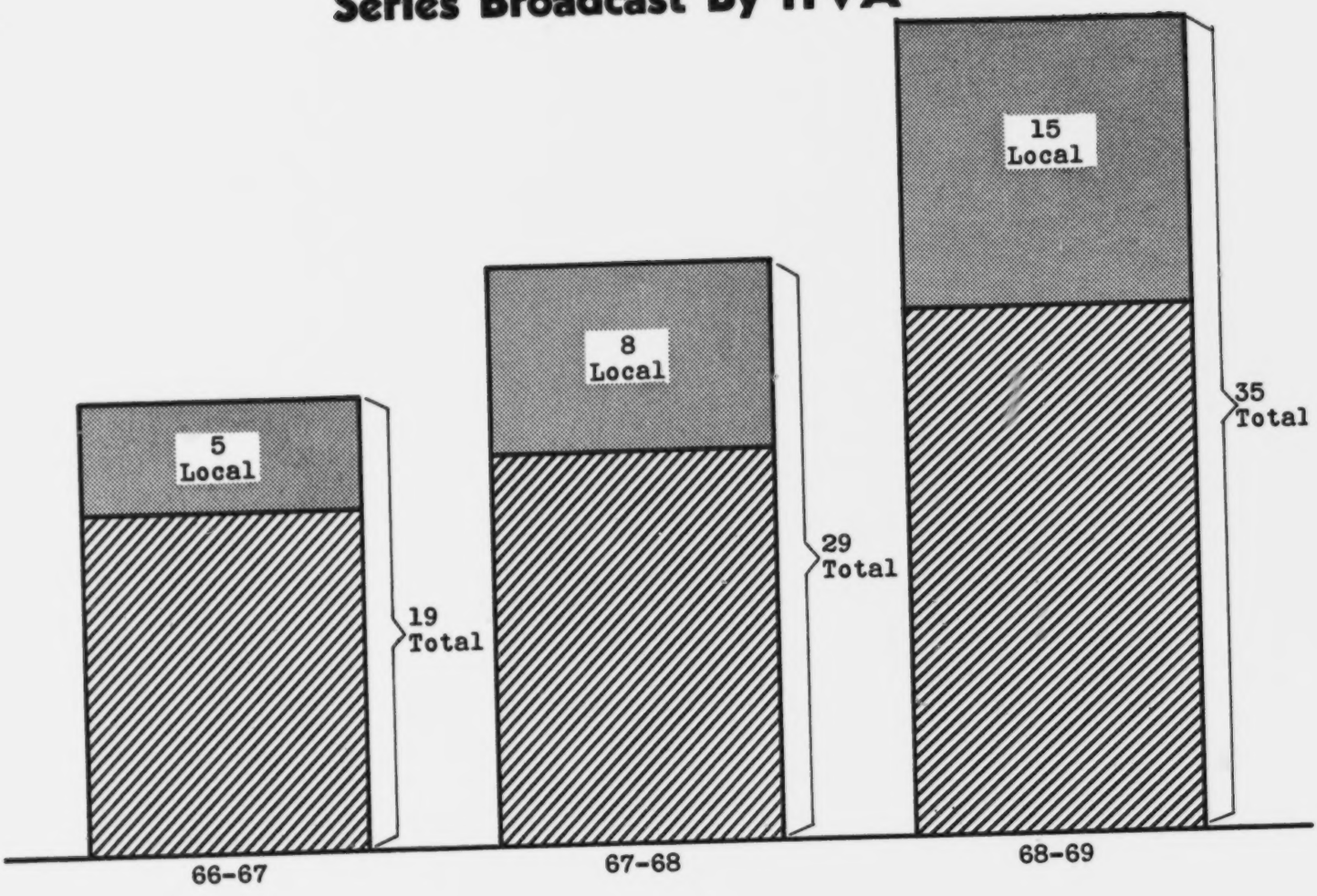

The citizens of local San Diego County school districts which are members of the ITV AUTHORITY.
Boards of Education of participating school districts
SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY
Representative Council
Composed of representatives of each participating school district and the San Diego County Department of Education; sets policy of ITV AUTHORITY; meets yearly; analogous to stockholders of private corporations.
Executive Committee
Composed of seven members of Representative Council, three are chosen by city school district; one is chosen by San Diego County Department of Education, and three are chosen by election from local school districts other than city school district; implements policy set by Representative Council and conducts business; meets monthly, analogous to corporate Board of Directors.
Joint Curriculum Coordinating Committee
Advises Executive Committee on all matters through office of Director of Instructional Television; composed exclusively of professional educators; may include representation of private schools at discretion of committee.
Office of Director of Instructional Television
Executive Officer of ITV AUTHORITY; provides articulation between all levels of ITV Authority.
San Diego City School District
Acts as fiscal and personnel agent of ITV Authority
Citizens Committees to advise on Instructional Programming

This organizational chart describes the structure of the San Diego Area Instructional Television Authority. The manner of organization provides for communication among all members of the Authority, and among the various groups guiding its activities. Some 197 educators—teachers, principals and curriculum specialists from throughout the county—have formed 13 study committees to make specific recommendations regarding needed television programs. The committees develop, for submission to the Joint Curriculum Coordinating Committee, proposals for program acquisition or local production.

The mathematics study committee meets to preview seven primary-level geometry programs developed at committee request.

Teachers viewing telecasts have observed: "All programs are well done and well planned."—A first grade teacher. "These two programs (*Children's Literature* and *Through Children's Eyes*) are really wonderful . . . We have a language problem, and can't get enough of this type."—A fifth grade teacher. An intermediate grade teacher speaking of locally-produced *News of the Week*: "We wouldn't miss this program." A 1968-69 fall semester survey, drawing responses from teachers in 83 per cent of the Authority's member schools, indicated 28 series being broadcast by the Authority were being viewed 8,751 times weekly.

Series Broadcast By ITVA

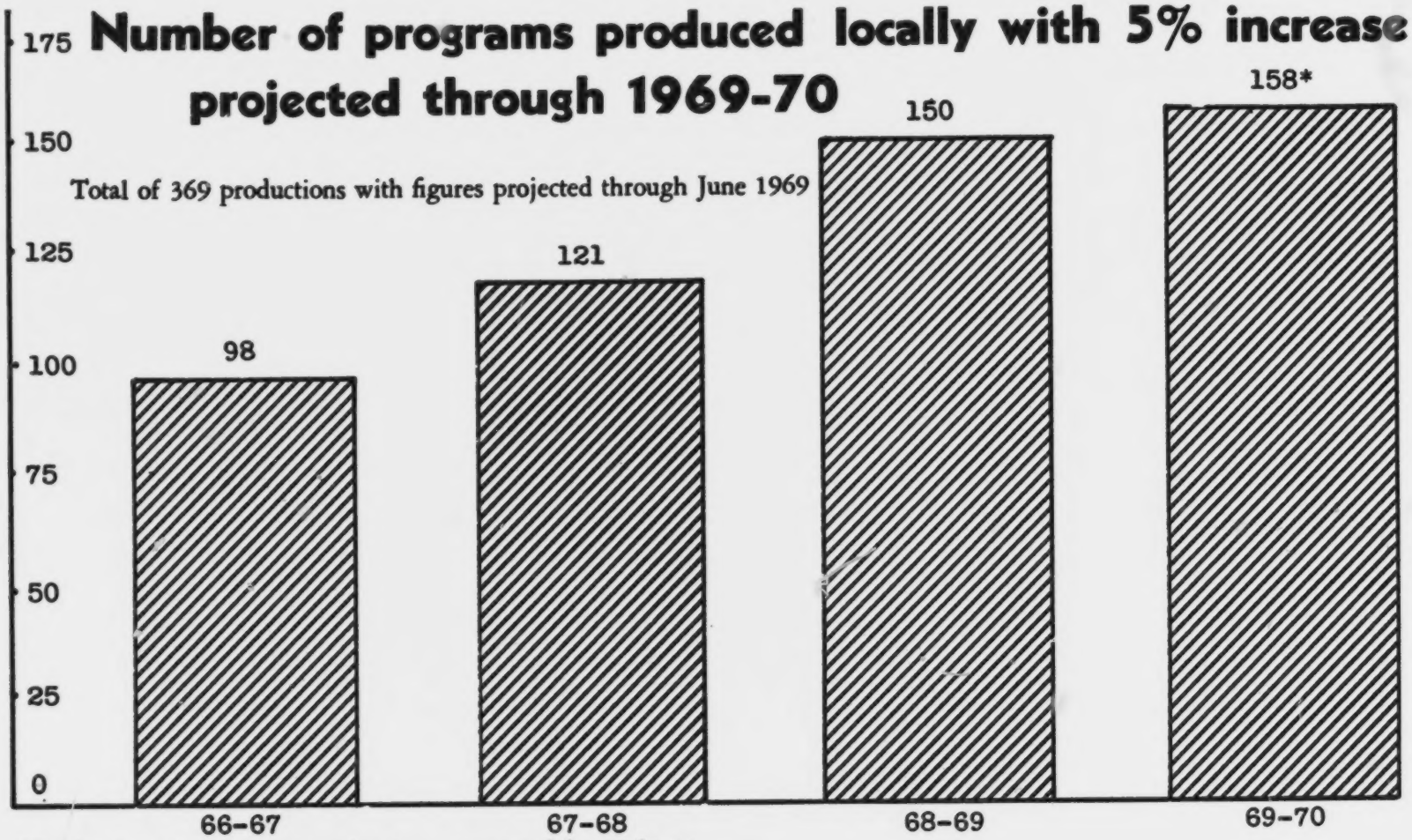


CLASSROOM UTILIZATION

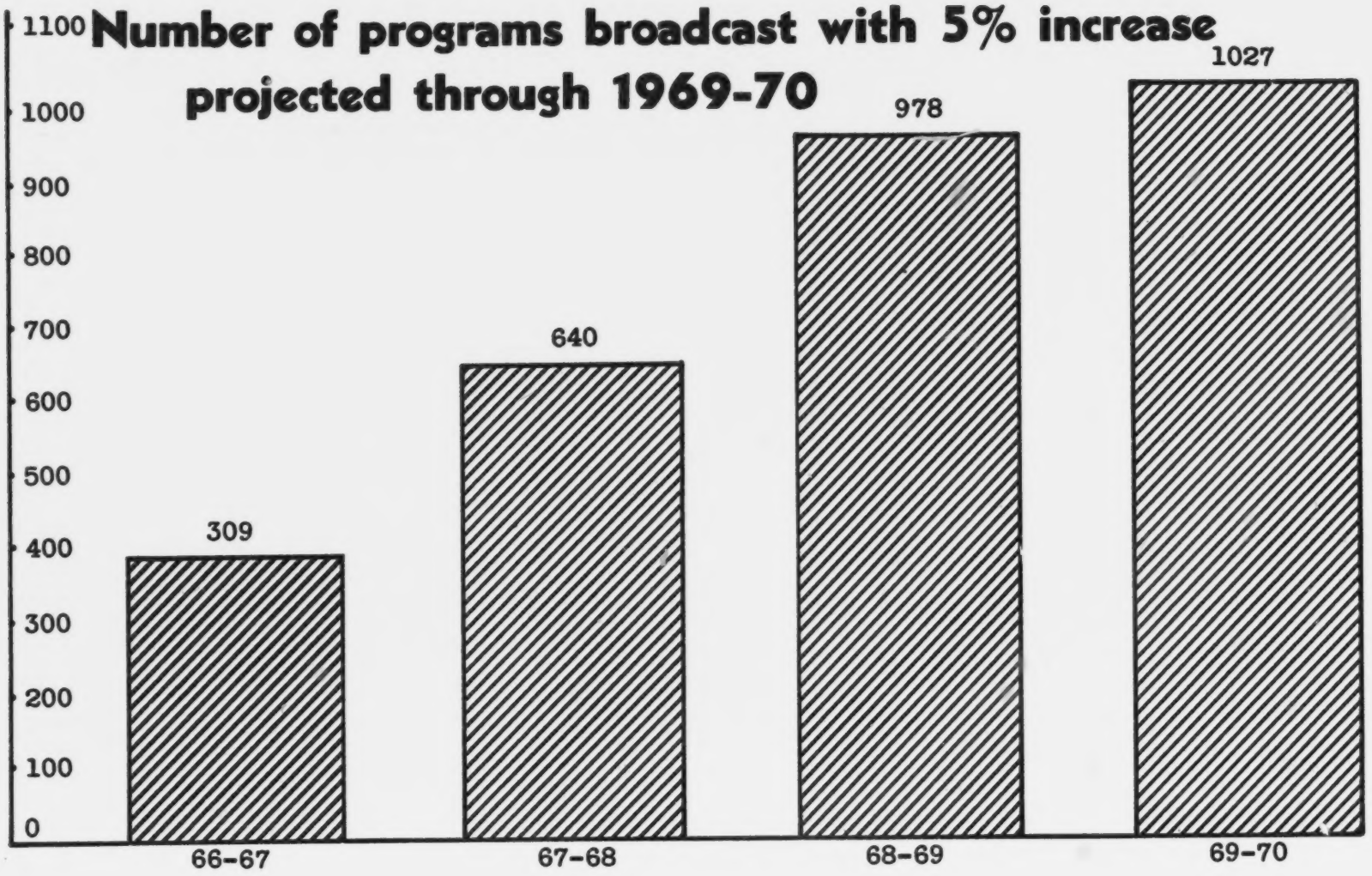
	Series Broadcast	Times Viewed Weekly	per cent of Schools Reporting
1967-68 full year	25	4,842	53%
1968-69 fall semester only	**28**	**8,751**	**83%**

Utilization Increase of 80% With 30% More Schools Reporting —1968-69 over 1967-68

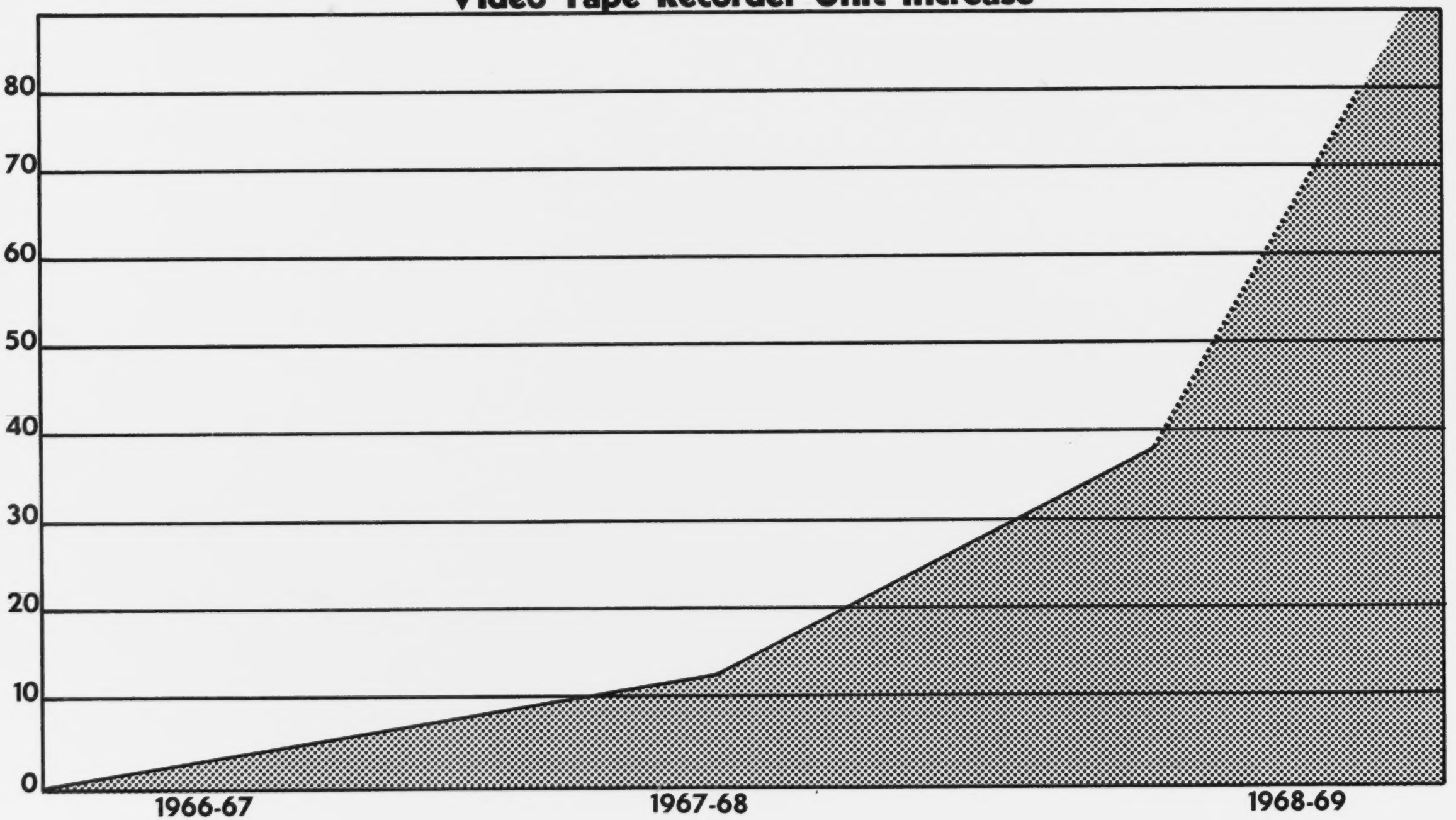
The percentage of the Authority's total broadcast schedule devoted to airing locally-produced material has grown from 26 in 1966-67 to 28 in 1967-68 and 35 in 1968-69. It is assumed that a steadily increasing volume of locally-produced programs directly associated with local curriculum needs will contribute to steadily increasing teacher utilization. The graphs on this and the following page provide some indication of Authority broadcast programming growth from January 1967 through January 1969, and a comparison of classroom ITV utilization figures from October 1967-68 through fall semester 1968-69.



*Production of 287 programs has been requested for 1969-70.



Video Tape Recorder Unit Increase



The number of video tape recorders in use has increased from none in school year 1966-67 and 12 in 1967-68 to 38 in the fall of 1968-69, and 40 additional units have been requested through NDEA for purchase during the remainder of the 1968-69 school year. Additionally, the number of schools having CCTV capability has increased. It is felt the expenditure being made by secondary schools for such equipment is indicative of strong interest in the use of instructional television programming, and of a conviction that such programming contributes substantially to the effectiveness of teacher efforts. An increase of 25 video tape recorders from school year 1967-68 to 1968-69 is considered to be largely responsible for an increase of 840 viewing units from the first year to the second. The above information describes graphically the growth over a two year period of video tape recording units being used by schools in member districts of the Authority. A recent count indicated 10 schools having video tape recorders also had CCTV systems. The broken portion of the line on the above graph indicates video tape recorder units ordered, with purchase contingent on availability of NDEA funds.

OBJECTIVE THREE

To determine how television programming may be adapted to the scheduling demands of secondary schools.

METHOD

Because most secondary schools are departmentalized and class periods vary from school to school and district to district, ITV programs cannot always be broadcast at times agreeable to personnel in all schools in all districts. It has become necessary, as a result, for secondary schools to devise a means of adapting ITV scheduling to school needs. Districts have attempted to do so through use of video tape recorders, and development of associated closed circuit television (CCTV) systems. At the recommendation of the Authority's Executive Committee, the San Diego County Inter-District Committee on Video Tape Recorders, a group interested in instructional applications of video tape recorders and related equipment, has been established.

RESULTS

In 1967-68, 29 per cent of the 79 secondary school members of the Authority reported 69 classroom viewing units over a full-school-year period. In 1968-69, 87 per cent of the 82 member secondary schools reported, considering fall semester use only, 909 classroom viewing units.* In 1967-68, member secondary schools were using about eight video tape recorders. During fall semester 1968-69, about 35 recorders were in use.

CONCLUSION

Use of video tape recorders and CCTV systems can provide secondary schools with ITV program scheduling flexibility necessary for utilization of the medium at the secondary level. Scheduling flexibility, permitting broadcast of programs within schools at times designated by teachers as desirable, will result in increased utilization.

* A single class having viewed during a one-week period any ITV program is considered to constitute a classroom viewing unit.

OBJECTIVE FOUR

To determine how instructional television programs can be used to effectively support implementation of State-mandated educational programs and curriculum materials newly adopted by the State, in some cases making pertinent information simultaneously available to teachers and students.

METHOD

Through broadcast of a series of Spanish lessons, and distribution to schools of supplementary phonograph recordings purchased by the Authority, a complete sixth-grade foreign language program was provided in response to State mandate. A locally-produced series of eight *Physical Education and Testing* programs, broadcast, with the exception of two designed to serve only as teacher in-service education offerings, during regular school hours brought both teachers and students information relative to testing procedures and the reasons for the testing program mandated at the fifth-grade level. Local production of a series relating to newly-adopted language arts texts, again with programs being broadcast during regular school hours, provided a vehicle by which students and teachers were, as with *Physical Education and Testing* programs, simultaneously provided appropriate information. In this case, teacher guide material developed in support of the series provided additional information pertinent specifically to teacher interests.

RESULTS

All schools in member districts of the Authority had available through television, material and information relevant to State-mandated instructional programs and State-adopted textbooks. In the case of one mandated instructional program and one new textbook adoption, teachers and students were brought pertinent information simultaneously. In addition to the purely instructional aspects of the material, it is felt student-teacher communication regarding the subject matter may well have been improved, and that presentations simultaneously involving students and teachers provided, in terms of both money and time, a highly economical means of communication.

CONCLUSION

Instructional television can provide support of State-mandated instructional programs and curriculum materials newly adopted by the State, and effectively bring appropriate information simultaneously to teachers and students when preparation of programs and associated materials accommodates variances in the information that must be communicated to each and varying abilities to assimilate the information.

Members of the San Diego County Inter-District Committee on Video Tape Recorders (seated) hear a representative of a company that designs CCTV systems describe some of the options available with various pieces of equipment. Committee members shown left to right are Dr. Robert H. Burgert, San Diego Unified School District director of instructional aids; Raymond J. Blake, San Diego Unified School District assistant director of audio visual instruction; Martin Taylor, San Diego County Schools administrative assistant, audio visual section; and Dr. Henry R. McCarty, San Diego County Schools audio visual section director.

"The whole concept was outstanding and very challenging."—A sixth-grade teacher speaking of *Of Course We Speak Spanish*, a series of 60 lessons broadcast by the Authority in support of a State-mandated educational program.

Responses to a fall semester 1968-69 Authority-conducted study showed 83 per cent of schools subscribing to the ITV service were viewing the series of Spanish programs 158 times weekly. It is assumed that had the programs had broader grade-level applicability utilization would have been still greater. While the State mandate in foreign language is no longer in effect, the Authority continues to broadcast the Spanish series and it continues to be used by schools in those areas where district mandates are in effect. Teachers in 83 per cent of the Authority's member schools reported *Physical Education and Testing* programs were being viewed 125 times weekly during fall semester of the 1968-69 school year. Again, it is assumed that broader grade-level applicability would have resulted in greater utilization. In the case of both series, however, it is felt the utilization known to have occurred justified broadcast of the material, and indicated the material contributed significantly to the instructional program. Reacting to the programs, teachers observed: "I find class attention excellent and results gratifying. Over an eight year span, I've used three methods of teaching Spanish. This TV program is by far the best of the three, combined with a simple one of my own. It is consistent and varied. Hope it continues." "We not only view *Of Course We Speak Spanish* three times a week, but also use the two repeat programs as drill. The progress by the class has been tremendous compared to previous years without the use of TV. The program has given us better insights of Latin America and its culture, as well as teaching us a second language." "The most important outcome of the telelesson (*Physical Education and Testing*) was the change in attitude of the children toward P.E. They became very interested in using items like the bars and jump ropes. The guide also provided many good warm-up exercises that the children enjoyed."

Exploring Sentences, a series of 12 locally-produced programs dealing with newly-adopted language arts texts, served to bring students and teachers appropriate information simultaneously. Responses to a fall semester 1968-69 survey showed the series being viewed 387 times weekly, ranking it eighth of 28 series being broadcast.

OBJECTIVE FIVE

To determine, through development of experimental programs, whether instructional efforts to encourage creativity and the use of decision-making or inquiry approaches to learning can be effectively supported by television.

METHOD

Two instructional television series, the first having eight programs and the second 15, have been produced by the San Diego Area Instructional Television Authority as experimental efforts intended to stimulate student creativity. The first series, produced early in 1967, used as its basis materials developed by Richard Suchman and Science Research Associates. The programs, titled *Process to Product*, revolved around demonstrations of scientific phenomena that students were asked to analyze in an effort to determine what causes were responsible for the effects demonstrated. The second series, titled *Crossroads*, was developed in an effort to stimulate student creativity and provide students with information relative to techniques generally applied in reaching rational decisions having social and moral significance. Among topics with which programs dealt were creative dance, theft, creative acting and sportsmanship. Production involved a group of students in the television studio responding to problems presented, and were designed to reflect the manner in which viewing students and teachers might proceed in the classroom with related efforts.

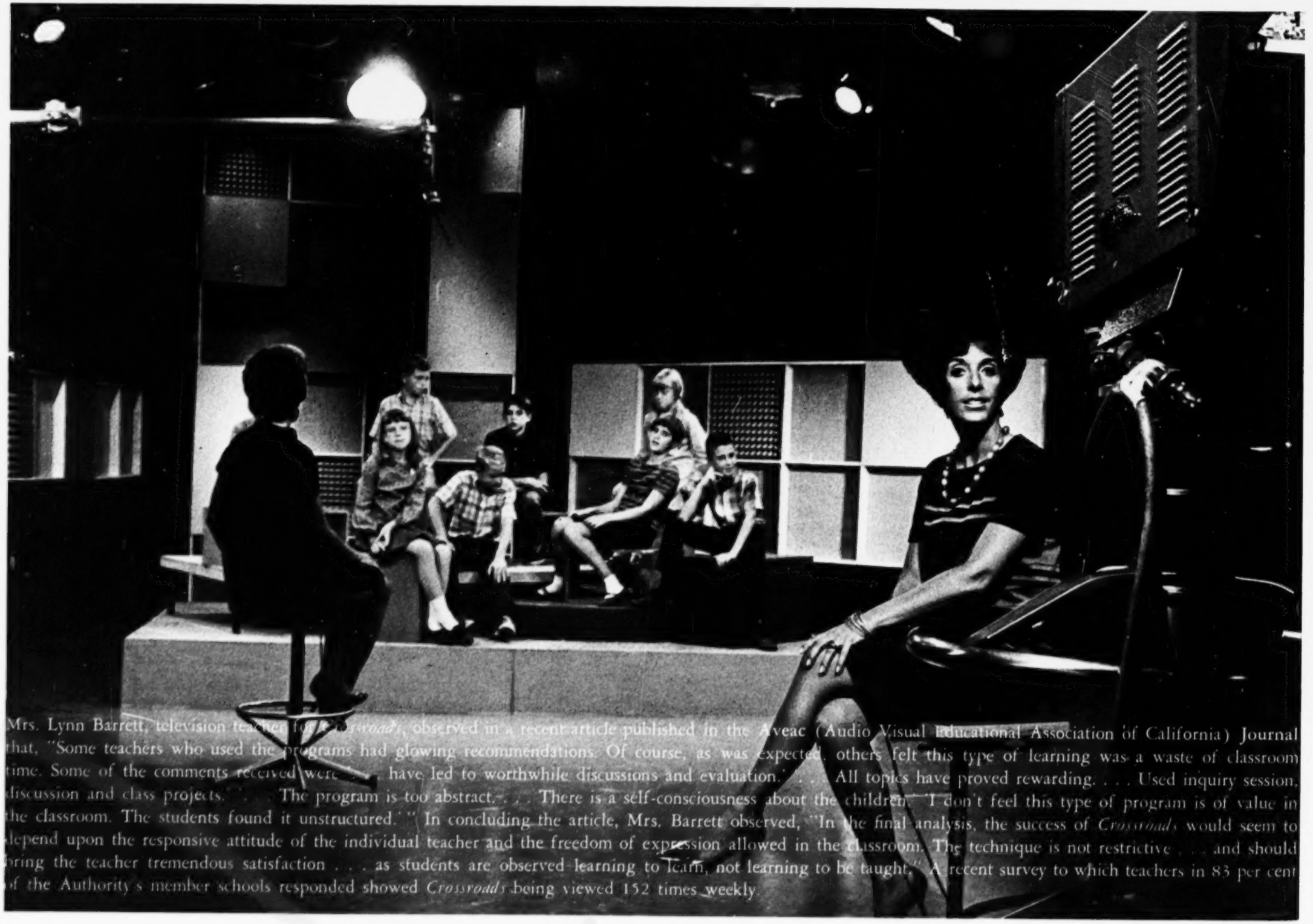
RESULTS

Objective, controlled tests proved *Process to Product* to be successful, with the result that the Authority developed, in accordance with study committee recommendation, *Crossroads*, and is in the process of developing, under auspices of the San Diego Unified School District, a third series, that will attempt to lead students to rational analysis and appropriate decisions regarding use of alcohol, narcotics and tobacco. Teachers and students have expressed a desire to continue broadcast of ITV programs that encourage creativity and are based upon decision-making approaches to education.

CONCLUSION

It is felt that most curriculum areas could be enhanced through use of approaches to education stressing development of student creativity and decision-making abilities, and that instructional television material can effectively support their use. Some ITV authorities feel use of such televised material can lead to broader, more competent teacher application of the techniques.

In the television studios, teachers and students presenting and reacting to problem situations in *Crossroads* attempt to set patterns that can be followed by viewers in classrooms. In one case, classroom utilization of the material was based upon students viewing only the portion of programs in which topics for student reaction were presented. They later compared their reactions with those of the studio group by viewing a repeat broadcast of the program.



Mrs. Lynn Barrett, television teacher for *Crossroads*, observed in a recent article published in the Aveac (Audio Visual Educational Association of California) Journal that, "Some teachers who used the programs had glowing recommendations. Of course, as was expected, others felt this type of learning was a waste of classroom time. Some of the comments received were . . . have led to worthwhile discussions and evaluation.' . . . All topics have proved rewarding. . . . Used inquiry session, discussion and class projects. . . . The program is too abstract. . . . There is a self-consciousness about the children. 'I don't feel this type of program is of value in the classroom. The students found it unstructured.' " In concluding the article, Mrs. Barrett observed, "In the final analysis, the success of *Crossroads* would seem to depend upon the responsive attitude of the individual teacher and the freedom of expression allowed in the classroom. The technique is not restrictive . . . and should bring the teacher tremendous satisfaction . . . as students are observed learning to learn, not learning to be taught." A recent survey to which teachers in 83 per cent of the Authority's member schools responded showed *Crossroads* being viewed 152 times weekly.

OBJECTIVE SIX

To determine the value of television in making effective use of local resources to enrich the instructional program.

METHOD

To provide, for educational use, improved distribution and utilization of community resources, the Authority produced in 1967-68 a 14-program series titled *Peaceful Uses of Nuclear Energy*, in cooperation with the San Diego County Department of Education's Community Educational Resources Section, the local chapter of the American Nuclear Society and Gulf General Atomic, a local organization involved in, among other things, nuclear research. In the fall of 1966, two programs titled *Meet the Scientist* were produced in support of a Greater San Diego County Industry Education Council effort that annually brings leading representatives from industry into classrooms to meet and speak with students. Again, Gulf General Atomic personnel were involved, as were personnel of General Dynamics in San Diego. In 1967, the Authority, in cooperation with the San Diego County Dental Health Association, produced, in observance of National Children's Dental Health Week, a program titled *The Girl From Smile* intended for classroom use with children in the primary grades. In response to a study committee request asking that ITV be used to examine for secondary school students matters of health, education and welfare, housing and urban development, transportation and communication, city and regional planning, law enforcement and other municipal concerns, the Authority produced during 1967-68 a series titled *Community* that drew heavily upon the availability of local resources and public officials. Continued cooperation between the Authority and the County Department of Education's Community Educational Resources Section will bring about in 1968-69 production of materials supporting use in the county's classrooms of various modules developed by Community Educational Resources to supplement elementary-level science instruction.

RESULTS

Through production of such material the community's resources, including the knowledge and talents of nationally-recognized authorities, have been brought to San Diego County classrooms. Of the programs produced, 14 in a single series, *Peaceful Uses of Nuclear Energy*, have been placed in national distribution through a major depository for instructional television materials, and two have received awards from the community organizations in cooperation with which they were produced. In addition to the local value of such productions, it is felt acceptance of *Peaceful Uses of Nuclear Energy* for national distribution reflects a nationally-felt need for these materials.

CONCLUSION

Community resources that can enrich educational programs and provide support for designated curriculum areas can be brought to classrooms through use of instructional television. Teachers and students have had available human and other resources that in all likelihood would have been, on any broad scale, wholly unavailable otherwise.

During fall semester 1968-69, *Peaceful Uses of Nuclear Energy* was viewed 58 times weekly in 83 per cent of the Authority's member schools, and *Community* 88 times weekly. Authority productions titled *Meet the Scientist* have been recognized by the Greater San Diego County Industry Education Council as ". . . significant contributions to advancement of knowledge and stimulation of the study of science, engineering and mathematics." The San Diego County Dental Society cited *The Girl From Smile* as a "significant contribution to observance of National Children's Dental Health Week."

From left to right, Phil Arenson, San Diego State College television director; Wayne Fowler, special assistant to the manager of nuclear power reactors at General Atomic; Dr. Don MacLean, curriculum coordinator for the San Diego County Department of Education's Community Educational Section, and Chief Ronald J. Sweig, master chief journalist, 11th naval district, meet prior to taping one program in the series, *Peaceful Uses of Nuclear Energy.*

Community drew heavily upon the talents of ITVA television teacher Gerald Porter (standing at left), Paul Steen (center), San Diego State College television director; Roy Harris, San Diego Unified School District resource teacher, the resources of the San Diego area and its public officials.

OBJECTIVE SEVEN

To explore the potential of television to provide practical, effective in-service education for the instructional staff.

METHOD

The Authority has acquired, produced and broadcast teacher in-service education programs designed in many cases to support local and State mandates and the adoption of new textbook materials. (Reference is made to some of these programs under objectives nine and 10.) Among these are locally-produced materials dealing with newly-adopted elementary-level music texts, science texts and language arts texts and programs supporting a course of first aid teacher in-service education study required of all teachers in the San Diego Unified School District and some county districts. In producing other in-service education material the Authority has called upon such distinguished educators as Dr. Lincoln G. Canfield who, while chairman of the department of languages and linguistics at Rochester University, served as studio teacher for a series of 16 Spanish programs. In several cases, the nature of Authority in-service education offerings has resulted in local colleges and universities offering college credit to those viewing the programs. In an effort to lead teachers to a comfortable, competent use of instructional television, the Authority has also produced several programs relating to ITV utilization. Among them is one, a 16mm, color-sound film, now in national distribution through Great Plains National Instructional Television Library.

RESULTS

While data relating to use of all programs is not available, a 1967-68 evaluation bearing on first aid programs drew strongly favorable responses. The evaluation resulted in a recommendation addressed to the JCCC that ". . . serious consideration be given to long-range planning directed toward a complete series of First Aid lessons for ITV use." Subsequently, a second program was produced and a third approved for production.

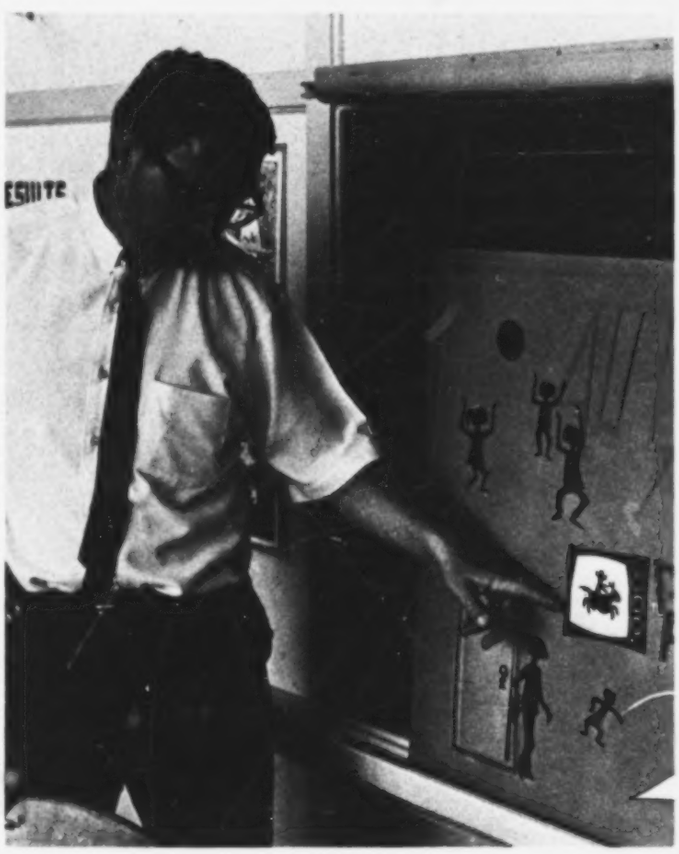
CONCLUSION

Teacher utilization of televised in-service education material is substantial when material relates to specific teacher needs, district or State mandates or when college credit is offered.

Information pertinent to use of teacher in-service education first aid programs came from return of 108, or about 76 per cent, of 144 single-sheet evaluation forms distributed to 18 schools in which the principal, nurse and six teachers selected at random by the principal were asked to react. "The responses," according to Mrs. Helen Brophy, San Diego Unified School District supervising nurse, "were strongly favorable by all groups surveyed . . . It may be generally concluded that a large majority of principals, teachers and nurses favor the use of ITV for teacher in-service First Aid." The following comments came from those using the televised material: "Our nurse quickly, concisely and economically, time and word wise, covered and interpreted the material, answered questions and explained and stressed important points of the broadcast. She pointed out possible variables in situations. I feel the ITV method is great for people who must present (information) to large segments of people." "I favor the use of ITV followed by group discussion by our school nurse." "I feel the use of ITV for purposes such as these is fine. The program has been capsulized and there is no extraneous material."

From left to right, Richard P. Slaker, San Diego Unified School District elementary-level resource teacher for music, Thomas E. Clayton, San Diego Area Instructional Television Authority educator-producer and Mrs. Marjorie Frommer, Authority television teacher, meet prior to taping one in a series of three teacher in-service education programs dealing with newly-adopted elementary-level music textbooks. Teachers responding to a fall semester 1968-69 survey had viewed 212 times programs from five teacher in-service education series. Among the series, in addition to music programs, were locally-produced *Physical Education and Testing* and *First Aid*.

Television Techniques for Teachers has been described as ". . . highly informative in its content . . . though not pedantic in its approach." From the September / October 1968 issue of the Great Plains newsletter: "The availability of a highly acceptable color film — *Television Techniques for Teachers* — was announced late this past summer. Demand for this 24-minute, sound/color, 16mm film, produced by the San Diego Area ITV Authority, has since been overpowering. Though Great Plains has extended itself by doubling its normal inventory of lease-preview prints, lease booking dates are already solidly filled through June of 1969."



Sam Snyder, San Diego Area Instructional Television Authority curriculum coordinator, is shown in a scene from *Television Techniques for Teachers,* an Authority-produced utilization film now being distributed nationally by Great Plains National Instructional Television Library. Great Plains officials have called the film "too popular."

OBJECTIVE EIGHT

To explore the ability of television to present effective instructional programs for pre-school, particularly pre-school disadvantaged, and early school-age children.

METHOD

The Authority has broadcast during both the 1967-68 and 1968-69 school years selected programs from a 52-program series titled *Roundabout*. The series was developed as the result of a United States Office of Education-sponsored project to demonstrate the production and use of televised material for enhancing the educational experience of disadvantaged pre-school children. The series is intended to assist children in coping with emotional reactions to natural events, acquaint them with occupations and facilities found in most neighborhoods, provide experiences intended to stimulate imagination and creative expression and to heighten perception and broaden the child's world. The material has been used locally in combination with coordinated teacher-parent efforts, with parents also viewing the programs.

RESULTS

The programs have been used extensively in elementary schools and pre-school centers throughout San Diego County as one means of closing the experience gap existing between some disadvantaged pre-school and early school-age children and their classmates, and, to the extent that experience is contributory, improving the educational aptitudes of the disadvantaged child.

CONCLUSION

It is felt that preparation and broadcast of such material, particularly when coordinated with efforts of teachers and parents of disadvantaged pre-school and early school-age children, may contribute significantly to establishment of improved attitudes toward education generally, and, in some respects, make the disadvantaged child more educable. A study committee recommendation requesting local production of a series designed to serve essentially the same purposes as *Roundabout* has been approved.

Milton Rooks plays Jim Jeffers, the sustaining on-camera personality in *Roundabout*. Responses to a fall semester 1968-69 survey showed *Roundabout* being viewed 107 times weekly in 83 per cent of the Authority's member schools. A teacher using the series observed: "*Roundabout* is most effective for the preschool and kindergarten children in disadvantaged areas."

OBJECTIVE NINE

To explore the ability of instructional television to meet matters of immediate concern to both school officials and the community, and to test the feasibility of the Authority producing programs for individual districts or other agencies in response to such needs.

METHOD

Through production of a single program, designed for county-wide use, in which Drs. Thomas Ungerleider and Duke Fisher of the University of California at Los Angeles Medical Center discussed the effects of LSD and other drugs upon users, and subsequent production of two series that attempt through use of inquiry techniques and other approaches to provide students with both the information and judgmental ability necessary to make rational decisions regarding use of narcotics, alcohol and tobacco, the Authority has placed before students and teachers, in response to an urgent community-wide problem, authoritative viewpoints and information combined with sound educational techniques. The Authority has also produced, in response to San Diego Unified School District needs, a series of five human relations programs intended to draw teachers' attention to difficulties that may exist in classrooms without being readily discernible, and to develop understanding, awareness of solutions and positive effort on the part of the total instructional staff.

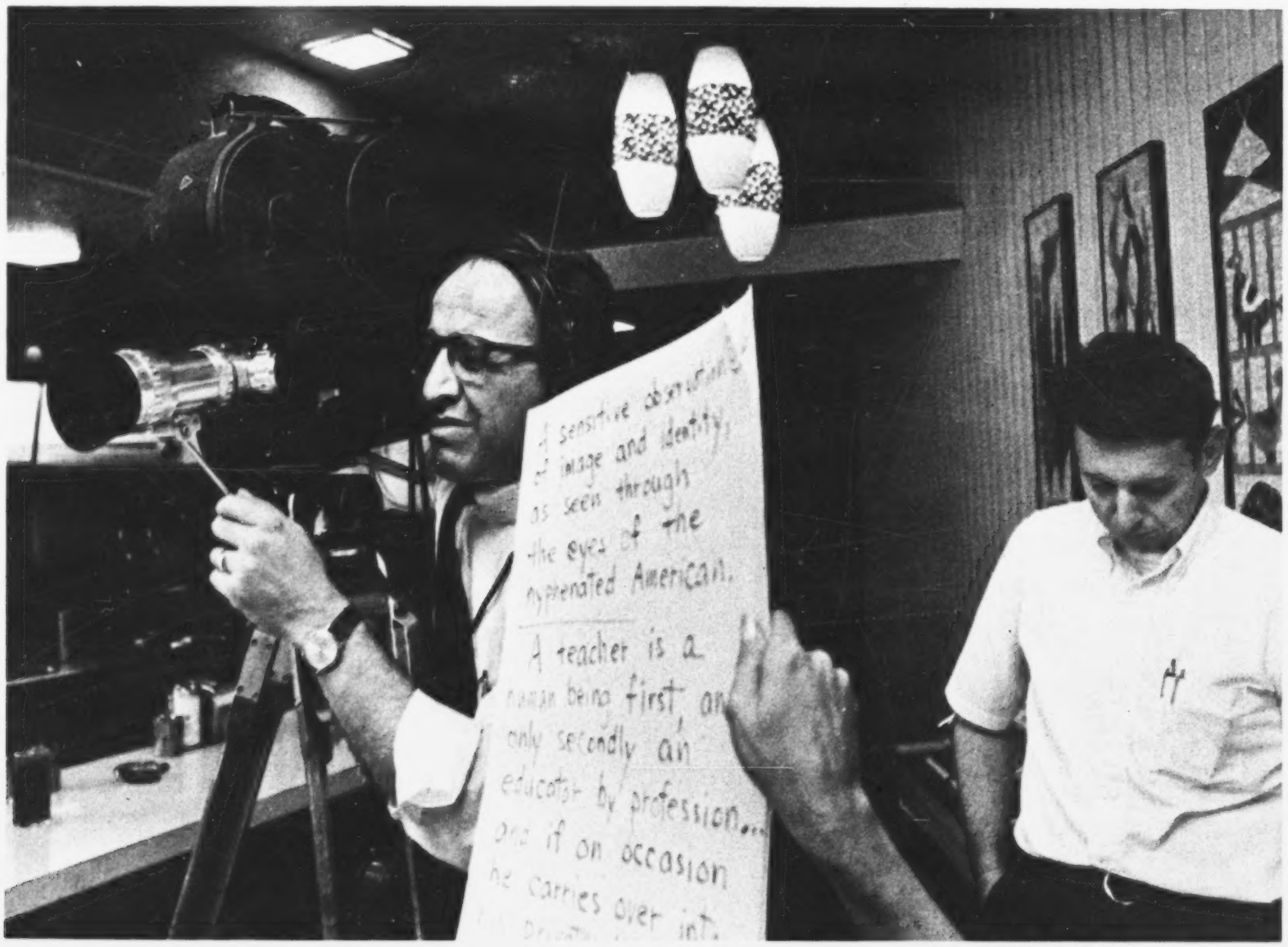
RESULTS

All series and single programs have brought, with relative immediacy, information to a broad audience concerning problems requiring immediate attention. Production and broadcast of human relations programs enabled a single district to initiate promptly a teacher in-service education program involving all its employees. Plans for future special productions for the San Diego Unified School District are now underway.

CONCLUSION

Through use of instructional television, immediate needs, whether those of a single agency or school district or of the total community, can be given immediate attention, the views of those having authoritative knowledge of problems and possible solutions can be promptly delivered and new findings can be immediately communicated in a process of continuing education for both students and teachers.

A survey conducted among 550 teachers, 331 of whom responded, showed 54 per cent felt their understanding of human relations difficulties and possible solutions had been strengthened by viewing programs produced for the San Diego Unified School District. In rating the value of the programs generally, over 74 per cent of the teachers felt them fair to well done, with 12.4 per cent of the respondents rating them as very well done. Comments included: "Thought provoking films have led to valid discussions . . . films provided food for thought and topics for discussion." "Great . . . terrific . . . excellent." "I feel the programs continued to get better. They were obviously well thought out and the care given to wording was clearly shown. I appreciate the thoughtful approach to the subject. I always felt that the people doing the program really cared. Thank you."



San Diego Area Instructional Television Authority motion picture photographer David Bash films an on-location sequence for use in one of five human relations programs produced by the Authority under auspices of the San Diego Unified School District. Film segments were later transferred with other program elements to video tape for broadcast, and all programs were ultimately committed to kinescope recording for distribution to schools.

OBJECTIVE TEN

To supplement school programs by use of television's ability to make information not necessarily included as part of daily instruction, but considered important by teachers and curriculum experts, broadly and quickly available.

METHOD

At the request and under the guidance of the study committee for mathematics, the Authority has produced a series of seven lessons introducing students at the second-grade level to geometrical concepts and terminology. The lessons are intended to supplement an anticipated textbook adoption. The Authority also produces a series titled *News of the Week,* designed for use in grades four through six, that supports local social studies curricula through coverage and in-depth analysis of significant news developments. Essentially the same sort of social studies support for grades five through eight is provided by weekly broadcast of an acquired series titled *Places in the News.*

RESULTS

While the series of geometry programs has not yet been broadcast, with the result that evaluation and utilization information is not available, *News of the Week* for two successive years has received the California Associated Press Television Radio Association's certificate of excellence for instruction in current events. Both it and *Places in the News* provide, with the immediacy available only through use of such communications media as television, information in support of, but not specifically included in, standard curricula.

CONCLUSION

The nature of the medium allows instructional television to make broadly available for student-teacher use information that supports, extends and enriches various curriculum areas, providing such information readily when any substantial time lapse would dilute or eliminate its value.

Sixth-grader Teresa Miranda receives from Mrs. Marjorie Frommer, *News of the Week* television teacher, and Stephen A. All, Authority manager, an award recognizing her effort in providing the best student-supplied news story used in a 1967-68 *News of the Week* production. Teacher responses to a fall semester 1968-69 survey ranked *News of the Week*, being viewed 665 times weekly in 83 per cent of the Authority's member schools, third of 28 series being broadcast. The same survey showed *Places in the News* being viewed 304 times weekly. Teachers using *News of the Week* observed: "I have found *News of the Week* stimulating, interesting and informative. My class seems to respond well to its effective selection and presentation of important news items." "We especially enjoy looking at things both positive and local in the *News of the Week* program. How often other media fail in these two important aspects!"

Mrs. Janie Ganderup, presently a teacher in the La Mesa-Spring Valley schools and previously in the San Diego Unified School District, served as television teacher for a series of seven primary-level geometry programs developed by the Authority.

OBJECTIVE ELEVEN

To explore the relationship of television to other media in developing instructional materials packages.

METHOD

During production of instructional television lessons materials are commonly developed having value beyond their use as components of the lessons. Graphics, artwork and photographs designed primarily for visualization of ideas and concepts during presentation of an ITV lesson can be used to develop slides, filmstrips and transparencies for use within classrooms. Motion picture footage can be edited and converted into single concept film loops. Production-related materials with such possibilities have been constructed with dual uses in mind and retained by the Authority.

RESULTS

Slides (35 mm) of art work from local production of *Heritage: The Story of San Diego*, a series of 15 history programs designed for use with children in the upper-elementary grades, will be made into filmstrips to support classroom use of the series. Graphics and artwork for a health education series currently in production are being filmed to facilitate their inclusion in the television lessons and to provide single concept film loops for related classroom use.

CONCLUSION

Materials used in instructional television program production can be converted to other formats for use alone or as parts of instructional materials packages designed to improve instruction generally, reinforce concepts introduced through television or both.

D. David Bash and Robert Henderson, San Diego Area Instructional Television Authority photographers, and Paul Steen, San Diego State College television director, film graphics from an Authority production. Films, still photographs and 35mm slides of artwork prepared for various ITVA productions will be made available for classroom use related to ITV programs, and other appropriate applications.

OBJECTIVE TWELVE

To explore the feasibility of providing television and radio simulcasts in support of *English as a Second Language*, bilingual, foreign language and naturalization instruction.

METHOD

Plans are underway to develop audio tapes containing Spanish narration to accompany already-produced ITV series. Audio tapes will be broadcast on FM radio at the same time related ITV lessons, recorded in English, are offered on television. English-speaking children will watch the lesson and follow the audio portion of the television program. Spanish-speaking children will view the television lesson but, through use of headsets attached to an FM radio receiver, hear the Spanish translation of the television program's audio elements.

RESULTS

While this project has not yet been fully developed, its implementation is expected to alleviate some of the difficulties faced by Spanish-speaking students who, as part of their adjustment to an English-speaking school environment, are attempting to learn English. It is hoped too that it will serve to improve the students' grasp of subject matter.

CONCLUSION

Assuming anticipated and actual results are the same, it seems reasonable to conclude that instructional television can become an integral element in helping Spanish-speaking students adapt to an English-speaking school situation, more readily grasp subject matter and enjoy a more nearly equal educational opportunity than they perhaps presently do.

Experience gained by the San Diego Area Instructional Television Authority indicates costs are reasonable and minimum in providing an effective instructional television service. The following costs, including both local production and broadcast—not solely broadcast of already-produced materials—are considered to realistically reflect costs and, as a result, funds required if immediate needs are to be met.

	Percentage of Budget	*Cost Per Pupil Served
1. PERSONNEL SALARIES		
Director, Executive Producer, Coordinators (Curriculum and Editorial), Artist, Photographer, Secretarial, Clerical, Part Time and Casual Help	28%	.70
2. TRAVEL		
To city-county schools; state and national distributors — conferences, seminars — utilization workshops	01%	.025
3. PUBLICATION SUPPLIES		
Teacher guides, manuals and handbooks, newsletter, program schedule, etc.	04%	.10
4. OFFICE SUPPLIES		
Paper (typing, mimeo), stationery, pencils, carbons, stencils, etc.	01%	.025
5. PROGRAM ACQUISITION		
Program material (film, video tape) from state and national distributors	10%	.25
6. PROGRAM PRODUCTION SUPPLIES		
Film (35mm and 16mm), dark room supplies, art supplies, paint, pencils, drawing tag board, etc.	05%	.125
7. TELEPHONE		
Local and long distance	005%	.0125
8. HAULING AND FREIGHT		
Materials needed for production; transportation of supplies and guides	001%	.0025
9. FIXED CHARGES		
Insurance, employee benefits, social security, etc.	034%	.085
10. CAPITAL OUTLAY		
Development of ten year lease-to-buy equipment and facilities expansion plan	15%	.375
11. CONTRACTUAL COST		
Cooperative use of air-studio facilities—video tape, etc. with agencies for production and broadcast of ITV programs	32%	.80
Air (broadcast time) 16% — .40 Studio Facilities 10% — .25 Video Tape Recorder 06% — .15		
TOTAL	100%	2.50

*Costs per pupil are based upon a participating pupil count of 250,000.

Art Around Us . . . a local production

. . . Production Meeting . . .
at Community Educational Resources

. . . KEBS Master Control . . .

. . . The Staff Meets . . .